



Contents

1.	2
2.	2
3.	2
4.	2
5.	10
6.	10



Baqai Medical University

Human Resources Department HR Policy Manual		
Policy # HR – 01	Performance Management Policy	Approval Date: September 26, 2024
Revision No: 00	Revision Date:	Effective Date: September 26, 2024
Prepared by: ----- HRD	Reviewed by: ----- Vice Chancellor	Approved by: ----- Board of Governors

1. Philosophy

Baqai Medical University's (BMU) performance management policy values the diverse talents, dedication, and professional growth of its employees. BMU is committed to fostering a culture of continuous improvement, where individual and team achievements are recognized and rewarded. By aligning performance expectations with organizational goals, BMU aims to motivate employees, enhance productivity, and drive excellence across all functions. The university believes in fair, transparent, and consistent performance evaluations to support both personal and organizational success.

2. Objective:

To enhance employee performance and growth through a systematic and transparent performance management process. This process aligns individual goals with organizational objectives, fosters continuous improvement, and acknowledges contributions to the university's progress.

3. Scope:

This policy is applicable to:

- a. All full time Permanent / Contractual employees of Baqai Medical University who have been on the University payroll for more than or equal to 180 days during the year.

4. Performance Management System:

Definitions:

Performance Management, is a continuous process of identifying, measuring, and developing the performance of individuals and teams, and aligning performance with the strategic goals of the organization.

Key Performance Indicators (KPIs), are specific, measurable metrics used to evaluate an employee's performance against predefined goals.

SMART Objectives, are Specific, Measurable, Achievable, Relevant, and Time-bound.

Performance Cycle, is the recurring period during which performance is planned, monitored, and reviewed. Typically includes phases such as objective setting, mid-year reviews, and final annual review.

Performance Review, is a formal assessment where an employee's work performance is evaluated and discussed, usually conducted annually.

Bell Curve, or normal distribution curve, is a bell-shaped statistical graph applied to employee performance management. It suggests that most employees perform at an expected level, with a smaller percentage exceeding expectations and a few needing improvement.

Self-Assessment, is a process where employees evaluate their own performance, often as part of the performance review process.

Feedback, is the information provided to an employee about his/her performance, intended to guide future performance improvements.

Coaching, is a process where managers provide ongoing guidance and support to employees to help them improve their performance and develop their skills.

Performance Improvement Plan (PIP), is a structured plan designed to help an employee improve their performance in specific areas within a certain timeframe.

Competencies, are the skills, behaviors, and attributes that contribute to an employee's ability to perform their job effectively.

Development Plan, is a personalized plan that outlines an employee's goals for professional growth and the steps needed to achieve them.

Recognition, is the acknowledgment of an employee's achievements and contributions to the organization.

Rating Scale & Spread, The employee performance will be evaluated and categorized as follows:

Scale	Performance	Spread	Definition
1	Exceptional	Above 110%	Consistently exceeds all performance expectations and significantly contributes to the organization's success.
2	Exceed Expectation	100% - 110%	Frequently surpasses few performance expectations and often goes beyond required duties.
3	Meet Expectation	90% - 100%	Consistently fulfills all performance expectations and successfully completes all required tasks and responsibilities.
4	Below Expectation	75% - 89%	Occasionally fails to meet all performance expectations and requires improvement in some areas.
5	Unacceptable Performance	Below 75%	Consistently falls short of all performance expectations and requires continuous supervision and intervention.

Formulation of Performance Assessment, for management employees and faculty will be classified as **Objectives**, that is, what to achieve and **Competencies & Behaviors**, that is, how these objectives are achieved. Performance assessment of non-management staff shall have only one classification, that is, **Competencies & Behaviors**. The weightage given to the performance assessment classification shall be as follows:

Sr. No.	Category	Classification	Weightage
1	Management Employees & Faculty	Objectives (What to achieve)	60%
		Competencies & Behaviors (How the objectives were achieved)	40%

2	Non- Management Staff	Competencies & Behaviors (How the objectives were achieved)	100%
---	-----------------------------	--	------

Continuous Improvement, is an ongoing effort to improve products, services, or processes by making small, incremental improvements over time.

Alignment, is the process of ensuring that individual employee goals and performance are in line with the organization's strategic objectives.

Mid-Year Review, is a performance evaluation conducted halfway through the performance cycle to assess progress and make necessary adjustments.

Final Annual Review, is a comprehensive evaluation of an employee's performance over the past year.

Performance Management System

A. The Process

The Performance Management System (PMS) at BMU is designed to align individual performance with organizational goals through the following steps:

- i. **Setting Objectives:** Employees develop 5–6 SMART objectives with their supervisor, documented on Objective Setting Forms, and submitted to HR.
- ii. **Mid-Year Review:** Formal progress discussions are held mid-year, with any adjustments documented and sent to HR.
- iii. **Ongoing Feedback:** Supervisors provide continuous feedback and support, encouraging high performance and development.
- iv. **Final Annual Review:** Formal meetings to assess performance, complete Performance Review Forms, and address any performance issues.
- v. **Consolidation and Approval:** HR compiles ratings for Vice Chancellor approval, followed by preparation of performance-based increment letters.

B. The Timelines

Performance Management System at BMU shall run from July to June, ensuring that all performance activities are synchronized with the academic and fiscal year. This



performance cycle is divided into distinct phases, each with specific activities and deadlines:

May – June, Goal Setting and Planning: Employees and managers collaborate to set SMART goals and develop individual performance plans aligned with departmental and organizational objectives.

December – January, Mid-Year Review: A formal review to evaluate progress against goals, identify any challenges, and adjust plans as needed. This review includes a self-assessment by the employee and feedback from the manager.

May – June, Final Annual Performance Review: Comprehensive evaluation of the employee's performance over the entire cycle. This includes a final self-assessment, manager's evaluation, and a review meeting to discuss outcomes and future goals.

July – Reward & Recognition: Based on the annual review, employees may receive recognition, and performance-based increments effective from 1st of July each year.

C. Key Performance Areas (KPA's)

Key Performance Areas (KPA's) are essential to BMU's performance management system as they provide a clear framework for evaluating and improving performance. KPA's are broad categories that capture critical aspects of an employee's role, while metrics are specific measures used to assess performance within these areas.

i. Professional Excellence (for faculty):

Includes quality of teaching, student engagement, lab/clinic work, research papers, research supervision, professional development, and administrative tasks.

ii. Functional Efficiency (for management employees):

Encompasses teamwork, leadership skills, accuracy, responsiveness, problem-solving abilities, contributions to process improvement, and innovative solutions (in synch with respective Job Descriptions).

iii. Competency Assessment (for non-management staff):

Covers punctuality, responsibility, and compliance with instructions, teamwork, integrity, trustworthiness, and the application of knowledge (specific to the tasked area).

D. Roles and Responsibilities

Employees:

- Employees at BMU shall actively participate and take ownership of their performance and development.
- Collaborate with immediate supervisors to set clear, achievable, and aligned goals at the beginning of the performance cycle.
- Conduct honest and thorough self-assessments, with documented proof where possible, during mid-year and annual reviews, reflecting on achievements, challenges, and areas for improvement;
- Participate actively in regular check-ins and feedback sessions, sharing progress and seeking guidance;
- Engage in professional development opportunities.

Supervisor Responsibilities:

- Immediate supervisors are responsible for guiding and supporting their direct reports through the performance management process;
- Work collaboratively with employees to establish SMART goals that are aligned with departmental and organizational objectives;
- Provide continuous, constructive feedback through regular check-ins, helping employees stay on track and address any issues promptly;
- Monitor employee performance against set goals and KPIs, keeping detailed records of progress and areas needing improvement;
- Conduct thorough and fair mid-year and annual performance reviews, incorporating self-assessments, peer feedback, and their own observations;
- Support employee development through coaching, mentoring, and identifying training needs;
- Acknowledge performance, ensuring employees feel valued for their contributions;
- Identify performance issues early and work with employees to develop Performance Improvement Plans (PIPs) when necessary.

HR Department's Responsibilities

- The HR department at BMU plays a central role in facilitating and managing the performance management process.
- Develop, maintain, and communicate the performance management policy and procedures to all employees.

- Provide training and resources to immediate supervisors and employees on the performance management process, tools, and best practices.
- Oversee the performance management cycle, ensuring timely completion of all stages, from goal setting to annual reviews.
- Maintain accurate and confidential records of performance evaluations, feedback, and development plans.
- Coordinate to develop and refine KPIs and metrics to ensure they are relevant and aligned with organizational goals.
- Assist in resolving disputes and addressing grievances related to performance evaluations and feedback.
- Regularly review and update the performance management process based on feedback and best practices to ensure its effectiveness.
- Maintain all records of employees' for Performance Management Process.

Senior Leadership Responsibilities

- Senior leadership at BMU is responsible for setting the strategic direction and ensuring that the performance management process supports the overall goals of the university;
- Ensure that the performance management process is aligned with the university's strategic objectives and goals.
- Foster a culture of continuous improvement, accountability, and recognition across the organization.
- Provide support and resources to HR and managers to implement the performance management process effectively.
- Approve and periodically review the KPIs and metrics to ensure they are driving the desired outcomes.
- Develop and endorse programs for recognizing and rewarding outstanding performance at the organizational level.

E. Performance Improvement Plans (PIPs)

Performance Improvement Plans (PIPs) at Baqai Medical University (BMU) are designed to help employees who are not meeting performance expectations improve their performance to a satisfactory level. This section outlines the process for implementing and managing PIPs.

a. Identifying the Need for a PIP

If an employee's performance is assessed to be "Unacceptable" at the year-end review the immediate supervisor will notify the employee and HR Department of the performance issues and the need for a PIP.

b. Developing the PIP

The immediate supervisor and the employee collaboratively shall develop the PIP, which will include specific performance objectives, action steps, and timelines. The PIP will not exceed more than 90 days during which the employee will have to show a clear improvement in his/her performance. The PIP is documented on standard PIP form, and is shared with the HR Department for placing in the personal file of the employee.

c. Implementing the PIP

The employee shall work on the agreed-upon objectives with guidance and support from the immediate supervisor who shall continuously monitor the progress regularly, providing feedback, coaching, and any additional resources needed.

d. Reviewing and Concluding the PIP

At the end of the PIP period, the immediate supervisor shall conduct a final review of the employee's performance together with the HR Department representative to assess whether the performance goals have been met.

If performance has improved to an acceptable level, the PIP is concluded successfully, and the employee returns to the regular performance management process.

However, if performance has not improved, its outcome shall be documented and HR Department shall immediately put up the PIP outcome to the Vice Chancellor. Vice Chancellor, after consultations with the respective supervisor, HOD and Head of HR Department shall decide further actions to be taken, which may include extending the PIP, reassigning the employee, or initiating disciplinary measures up to termination.

All PIP documentation, including the initial plan, progress reviews, and final outcomes, is submitted to the HR Department for inclusion in the employee's personal file. All PIP-related information is treated with strict confidentiality.

F. Appeals and Disputes Process

Initial Discussion: If an employee believe that his/her performance assessment is unjust or inaccurate on the grounds of having:

- i) Disagreement on performance ratings;
- ii) Perceived bias or unfair treatment during the evaluation process;
- iii) Procedural errors in the performance management process;

he/she should approach the immediate supervisor and share the concerns in an attempt to seek an informal resolution.

Formal Appeal Submission: If the issue remains unresolved, the employee shall submit a formal written appeal to the HR Department within 15 working days, detailing specific reasons and supporting evidence.

HR Review: The HR Department shall review the appeal, gather any additional information possible, and shall arrange an HR facilitated mediation meeting with the employee and immediate supervisor within 10 working days. If unresolved, the case shall escalate to the Appeals Committee.

Appeals Committee Review: The Appeals Committee, comprising of:

- a. Pro-Vice Chancellor;
- b. Registrar;
- c. Head of Human Resource Department;

Shall review the case and if required shall meet the employee and the immediate supervisor and shall make their final recommendation and submit the same with the case to the Vice Chancellor within 20 working days. The decision of the Vice Chancellor shall be communicated to all the concerned in writing and shall be final.

5. Interpretation:

- a) This policy shall supersede all previous policies on the subject and will be effective dated XXXXXXXX 1st 2024;
- b) Necessary changes shall be made as per policy in Regulations, procedures and guidelines;
- c) In case of any ambiguity in understanding this policy, the interpretation of the Vice Chancellor will be treated as final;
- d) Any exception to the policy shall be approved by the Vice Chancellor on the recommendation of HR and shall be reported to the Board of Governors.

6. Annexures

- 1. Personal Information Form
- 2. Objective Assessment Form BSG 1 – 7
- 3. Competency & Behavior Assessment Form BSG 1 – 7



4. Consolidated Assessment Form BSG 1 – 7
5. Performance Assessment Form BSG 8 – 12
6. Performance Improvement Plan – PIP

Annexure 1



Baqai Medical University



EMPLOYEE PERSONAL INFORMATION

(To be updated by Employee every year)

Section - A

Employee Name		Employee Number	
Date of Birth		Date of Joining	
CNIC Number		Designation	
CNIC Expiry Date		Salary Grade	
Religion		Department	
Domicile		Section	
Passport Number		Salary Review Year	
Marital Status		Total Experience	
Blood Group			
Emergency Contact Number			
Current Residence Address			
Residence Address as per CNIC			

Section - B

Previous Employer(s)	Last Position Held	Employment Period (Year to Year)	Reasons for leaving

Section - C

Spouse Name	Wedding Certificate Date	CNIC/ Passport Number	If Employed, please specify employer

Section - D

Children Names	Date of Birth	CNIC/ Birth Certificate Registration	Relation

Section - E

Parent's/ Sibling's Names	Relationship	CNIC/ Passport Number	If Employed, please specify employer

I hereby declare on oath that the above mentioned information is true and correct to the best of my knowledge and nothing has been concealed.

Employee Signature & Date

Annexure 2



EMPLOYEE OBJECTIVE SETTING FORM

(To be mutually agreed by immediate supervisor and the Employee every year)

Performance Objectives	Success Criteria					Remarks
	Performance Activities	Weight-age	Target %	Target % Achieved (Self)	Target % Achieved (Supervisor)	
PO1:	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					
PO2:	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					
PO3:	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					
PO4:	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					
PO5:	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					
PO6:	1.					
	2.					
	3.					
	4.					
	5.					
	6.					
	7.					

Annexure 3a



EMPLOYEE BEHAVIORAL COMPETENCY ASSESSMENT FORM

(To be mutually agreed by immediate supervisor and the Employee every year)

Behavioral Competencies	Success Criteria				Remarks
	Performance Activities	Weight-age	Rating (1 - 5)	Score	
Adaptability & Resilience	BCF1: Personal				
	Ability to adapt to change and ambiguity.				
	Demonstrate resilience in the face of challenges.				
	Maintains a positive attitude and behavior under pressure.				
Integrity & Ethics	BCF2: Personal				
	Upholds high ethical standards and principles.				
	Demonstrates honesty, transparency and accountability.				
	Promotes a culture of trust and ethical decision-making.				
Emotional Intelligence	BCF3: Personal				
	Demonstrates self-awareness and own strengths and weaknesses.				
	Able to manage emotions and regulate behaviors.				
	Exhibits empathy and interpersonal sympathy.				
Subject Matter Expertise	BCF4: Professional (Faculty)				
	Demonstrate deep knowledge and expertise in their field of study.				
	Continuously update their knowledge and skills.				
	Applies expertise in effectively teaching, research and contribution.				
Instructional Effectiveness	BCF5: Professional (Faculty)				
	Design and delivers engaging and effective learning experiences.				
	Utilizes a variety of teaching methods and techniques.				
	Provides constructive mentorship and feedback to students.				
Research & Scholarship	BCF6: Professional (Faculty)				
	Conduct high quality and impactful research.				
	Publishes in reputable academic journals.				
	Secures research fundings and grants.				
Strategic Thinking	BCF7: Leadership				
	Demonstrate a long-term, strategic perspective.				
	Aligns individual and teams goals with university's vision and mission.				
	Anticipates and adapts to changes in external environment.				
Inspiring & Motivating Others	BCF8: Leadership				
	Provides clear direction and sets high expectations.				
	Empowers and engages team members.				
	Recognizes and celebrates individual and team achievements.				
Developing & Mentoring Others	BCF9: Leadership				
	Provides constructive feedback and coaching.				
	Supports the professional development of team members.				
	Fosters a culture of continuous learning and growth.				

Annexure 3b



EMPLOYEE BEHAVIORAL COMPETENCY ASSESSMENT FORM

(To be mutually agreed by immediate supervisor and the Employee every year)

Behavioral Competencies	Success Criteria				
	Performance Activities	Weight-age	Rating (1 - 5)	Score	Remarks
Adaptability & Resilience	BCF1: Personal				
	Ability to adapt to change and ambiguity.				
	Demonstrate resilience in the face of challenges.				
	Maintains a positive attitude and behavior under pressure.				
Integrity & Ethics	BCF2: Personal				
	Upholds high ethical standards and principles.				
	Demonstrates honesty, transparency and accountability.				
	Promotes a culture of trust and ethical decision-making.				
Emotional Intelligence	BCF3: Personal				
	Demonstrates self-awareness and own strengths and weaknesses.				
	Able to manage emotions and regulate behaviors.				
	Exhibits empathy and interpersonal sympathy.				
Operational Efficiency	BCF4: Professional (Management)				
	Demonstrate strong organizational and time management skills.				
	Identifies and implements process improvements.				
	Ensures effective and efficient administrative operations.				
Problem-Solving and Decision-Making	BCF5: Professional (Management)				
	Analyzes complex issues and makes well-informed decision.				
	Utilizes data and evidence to support decision-making.				
	Considers multiple perspectives and potential consequences.				
Project Management	BCF6: Professional (Management)				
	Effectively coordinates, plans and executes projects.				
	Manages resources, budgets and timelines.				
	Communicates progress and outcomes to stakeholders.				
Strategic Thinking	BCF7: Leadership				
	Demonstrate a long-term, strategic perspective.				
	Aligns individual and team goals with university's vision and mission.				
	Anticipates and adapts to changes in external environment.				
Inspiring & Motivating Others	BCF8: Leadership				
	Provides clear direction and sets high expectations.				
	Empowers and engages team members.				
	Recognizes and celebrates individual and team achievements.				
Developing & Mentoring Others	BCF9: Leadership				
	Provides constructive feedback and coaching.				
	Supports the professional development of team members.				
	Fosters a culture of continuous learning and growth.				



Annexure 4



EMPLOYEE PERFORMANCE CONSOLIDATION FORM

(To be filled by immediate supervisor)

PERFORMANCE CRITERIA	WIEGHTAGE	RATING	TOTAL	IMMEDIATE SUERVISORS REMARKS
OBJECTIVES ASSESSMENT	60%	XX		
BEHAVIORAL COMPETENCY ASSESSMENT	40%	XX		
		FINAL RATING		

Areas for im porvem ent: (To be filled by immediate auperviaor)

Recommended Trainings: (To be filled by HRD)

Comments from Head of Department

Annexure 5

Baqai Medical University

Performance Appraisal Form								
For employees in BSG 8 & Below								
Indicates the level of work output of this employee								
Employee Name:		Employee No		Employee No				
Designation :		Date of Joining		Date of Joining :				
Department :		Employee Grade		Employee Grade:				
Appraisal Date :		Final Rating		Final Rating :				
Performance category	5 Top Performer	4 Exceeds Expectations	3 Meets Expectations	2 Needs Improvement	1 Below Expectations	Mid year Rating	Year End Rating	Supporting Examples
Compliance with BMU Policies & Procedures (1)	Does the employee understand and follow standards							
	Fully understands and demonstrates compliance with BMU Policies & procedures	Shows interest & follows BMU Policies & procedures	Shows interest but fails to exhibit a high standard. Must exhibit more of a commitment and lead through example.	Understanding of Policies & procedures can be developed further.	Does not Understand or follow the Policies & Procedures			
Job Knowledge/ Skills (2)	How well does this employee perform the required job, which is assigned to him/her.							
	In-depth understanding of all aspects of the job	Possesses more than adequate skills required for the job	Has sufficient skills for the job	Job knowledge needs further development. Need development plan implemented to enhance existing skills.	Does not understand the job well enough to perform simple and basic tasks			
Quality of work (3)	Demonstrates continuous concern about work processes and improvements. Final output.							
	Is consistent, accurate and thorough	Careful worker, seldom needs supervision	Work is acceptable	Accuracy of work may be lacking on occasion, needs to try and work independently.	Performs tasks poorly and sometimes these have to be redone			
Quantity of work/ Productivity (4)	Indicates the level of work output of this employee							
	Far exceeds the required quantity of work. Outstanding output.	Occasionally does more than is expected	Needs to improve quantity of work	Is capable of producing a lot more, needs to apply himself.	Does not produce enough quantity of work			
Responsibility (5)	How does this employee accept all the responsibilities of his job.							
	Consistently tries to fulfill job responsibilities and always willing to take on more.	Accepts all responsibility fully.	Accepts most assigned responsibilities. On occasion does not deliver on some	Does assigned tasks. Is capable of taking on more but shies away.	Does not act responsibly			
Cooperation and Teamwork (6)	Does this employee work harmoniously and effectively with co workers and superiors to create an atmosphere of team spirit.							
	Exceptionally willing and successful as a team member and cooperates to get the work done.	Usually tactful and offers assistance to others. Works well as a coach.	Works well within own team, however, needs to develop more as a contributing member. Co-operates within own team, but cross disciplinary teamwork and co-operation needs further development.	Needs to develop internal and external co-operation and teamwork skills.	Is not a team player			
Creativity (6)	Identifies ways to improve work processes, implements new and useful concepts effectively.							
	Shows unusual interest in company wide work processes & constantly comes up with practical and creative suggestions	Shows interest & occasionally has come up with creative suggestions	Does work according to set procedures, does not suggest new and better ways of doing work.	Needs to develop creativity and work with improvement ideas. Needs to question set processes and find ways to work smarter.	Does not work creatively			
Problem Solving/ Decision Making (8)	The ability to analyze problems, evaluate alternatives, anticipate consequences and eliminate obstacles to successful completion of objectives or responsibilities							
	Exceptional ability to anticipate and solve problems. Can size up a situation with exceptional speed and analytical skill. Decisions reflect thorough appreciation of risks. Is sought out by others for counsel and advice.	Successfully identifies cause of problems and effectively resolves them. Makes routine decisions which are logically thought out, consistent with business strategy and BPP Policy.	Needs assistance in analyzing situations and/or making effective decisions. May over analyze a problem or unnecessarily delay its resolution.	Problem solving and decision making skills can be further developed.	Does not try to solve problems			
Communication (9)	The degree to which one communicates all matters of importance, upward and downward, transmits directions and information orally and in writing, conducts and / or participates in meetings actively							
	Demonstrates outstanding communication abilities in oral and written form. Gives and receives information using all modes of communication and always checks for comprehension.	Shares knowledge and information clearly and appropriately. Conducts purposeful meetings and participates effectively. Seeks additional information for clarification.	Usually shares knowledge and information appropriately. Needs to further develop written and/or oral communication skills. Needs to be confident when asking for clarification of communication and information.	Communication may be unclear on occasion and needs to develop higher listening skills. Must check for understanding when communicating. Written/Oral communication can be further developed.	Communication is weak and is unable to put the point across. Is unable to write			
Initiative (10)	How this employee begins an assignment, how much of direction do they need, do they recognize the best way of doing things.							
	Self starter, makes practical suggestions, and grabs an opportunity to work on a project.	Needs initial guidance, otherwise works independently.	Delivers on assigned work only.	Needs to take on more initiatives and follow through from beginning to end. Needs to volunteer for more project work and task force as and when they come up.	Is a follower and has to be told what to do.			
Total						0		

Comments and supporting examples are essential when rating someone a 1 or a 5 in any category. You may attach a separate sheet for explanations if needed.

Page 18 of 27



FACULTY KEY PERFORMANCE AREAS (KRAs)										
Post	40 Hours Per Week Targets									Total
	Curriculum Planning	Teaching	Laboratory Clinics	Assessment & Evaluation	Mentorship	Research & Development	Professional Development	Administrative Responsibilities	Others	
Professor										
Associate Professor										
Assistant Professor										
Lecturer / Registrar										
Demonstrator / Teaching Assistant										
Head of Department / Chairman										
Director / Principal										
Dean										
QEC / ORIC / Semester Cell / Assessment Unit										
Others										

PERFORMANCE IMPROVEMENT PLAN



Employee Name		Employee Number	
Designation		Date of Joining	
Department		Institute	
BSG Grade		Date of Entry in current Grade	
Qualification		Performance Year	
PIP Start Date		PIP End Date	

Context

With the goal of helping you improve your performance to a satisfactory standard, we are introducing a Performance Improvement Plan (PIP), against which your performance will be measured, to encourage you to focus your efforts on the objectives specified while demonstrating the appropriate behaviors to ensure your success and developmental growth.

Your Performance Improvement Plan will be in place for a period of **180** days from the date of this meeting. During this period, in order to help you achieve the plan, there will be a series of review meetings between you and your Supervisor / Manager after the first meeting.

At the end of this period, BMU will review your situation and determine whether the plan is successfully completed, needs to be extended, will be revised or any further actions needed according to the BMU **Performance Management Procedure**.

The purpose of this document is to record the areas needing improvement and develop a plan that will enable you to improve to the level expected. It is important for you to understand this is a formal opportunity for you to improve your behaviors and performance. Failure to demonstrate the improvement could result in disciplinary action, up to and including termination of your employment with BMU. This document will be treated as Staff Confidential, of which a copy will be kept by you, your Manager and HR for record, within the appropriate, legally required timelines.

Meeting 1 – Performance Improvement Detailed Plan Date:

PIP Action		Action Plan		
S r. N o	Area(s) Needing Improvement (e.g. deadlines missed, problematic relationships, skills missing, responsibilities not handled, competencies/ behaviors absent)	Agreed Actions for Employee	Expected Outcome/ Indicators of Success	Agreed Date By When (Agreed by Employee & Manager)
1				
2				
3				
4				
5				
6				

* Please copy and paste this part for subsequent review meetings as needed.

	<u>Name</u>	<u>Signature</u>	<u>Date</u>
Employee			
Supervisor / Manager			
HOD			
HR			



Meeting 2 – Performance Improvement Detailed Plan Date:

PIP Action		Action Plan		
S r. N o	Area(s) Needing Improvement (e.g. deadlines missed, problematic relationships, skills missing, responsibilities not handled, competencies/ behaviors absent)	Agreed Actions for Employee	Expected Outcome/ Indicators of Success	Agreed Date By When (Agreed by Employee & Manager)
1				
2				
3				
4				
5				
6				

* Please copy and paste this part for subsequent review meetings as needed.

	<u>Name</u>	<u>Signature</u>	<u>Date</u>
Employee			
Supervisor / Manager			
HOD			
HR			

Meeting 3 – Final PIP Meeting

Date:

PIP Action		Action Plan		
S r. N o	Area(s) Needing Improvement (e.g. deadlines missed, problematic relationships, skills missing, responsibilities not handled, competencies/ behaviours absent)	Agreed Actions for Employee	Expected Outcome/ Indicators of Success	Agreed Date By When (Agreed by Employee & Manager)
1				
2				
3				
4				
5				
6				
	Have the PIP objective been met		YES	NO
	Final Outcome of PIP			

	<u>Name</u>	<u>Signature</u>	<u>Date</u>
Employee			
Supervisor / Manager			
HOD			
HR			

PIP Discussion Guidelines for Supervisors / Managers

A performance improvement process should be put in place as soon as formal performance improvement intervention is seen as necessary, and at latest should start immediately if an individual is rated as below expectation. The objective of the process is to help the individual to improve and get back on track with his/her performance as soon as possible to become a fully contributing and successful employee.

It is important, however, that all the conversations are documented as they will be required should finally disciplinary action results.

Supervisors / Managers should consult with HR before taking any actions, which must be aligned with Performance Management Procedure .

Before PIP meeting

- Be prepared with specific examples of the performance issue and facts – relevant paperwork (performance appraisals, meeting notes, etc.)
- Complete PIP form with the following:
 - Area(s) needing improvement
 - Goals for successful completion of PIP
 - Specific outcome(s) that would indicate success
 - Time frame for the PIP (60, 90, etc. day period, maximum 180 days)
- Ensure HR involvement and sign-off on process – Your HR contact will advise if another representative is required to be presented at the meeting. This may be a legal requirement depending on your location.
- Decide when regularly scheduled review sessions should occur; weekly or bi-weekly for at least the first month is recommended. Make the calendar requests where possible.
- Schedule a meeting with employee and allow adequate time for the discussion. The discussion should be in a private environment (free from interruptions).
- Have any information on support mechanisms/ employee resources (mentioned below) available.

Conducting the Initial PIP Discussion

- Have the HR Representative participate in the initial discussion (and going forward as deemed appropriate by the Line Manager and HR).
- Make the employee feel comfortable. Listen carefully to the employee's views.
- Let the conversation have an open feel – don't make it a one sided conversation.
- Go through PIP form and explain the purpose:



- What a PIP (Performance Improvement Plan) is
 - Why you have decided to put a PIP in place
 - Specific examples of behaviors & performance that triggered the PIP process
 - The time period of the plan and the potential consequences
 - Review sessions that will happen and how often they will happen
- Ensure the employee understands the forward process.
 - Obtain the employee's signature. Provide copies to the employee, HR contact and Line Manager. HR to file as appropriate.
 - If the employee refuses to sign, consult HR and/or Legal.

Employee Resources

- HR
- One-on-one coaching
- Mentor
- Training

Review Sessions

- Review improvements/achievements with employee.
- Be clear and factual about what areas have been improved
- Review areas of continue concern. Address timing and specific actions required.
- Document meeting outcomes on PIP review sheet and share with the individual
- Consult with your HR contact regarding any areas of concern.
- Schedule the next meeting.

Final Review Session/Completion of PIP

In advance of PIP finalization, meet with your HR contact to discuss and plan appropriate next steps, whether successful completion of the PIP, extension of the PIP, or final disciplinary action.

The Performance Management Procedure:

The Performance Management System (PMS) at Baqai Medical University (BMU) is a structured and continuous approach designed to align individual performance with organizational goals. The PMS process involves the following key steps:

STEP 1: Setting Objectives

- Management employees and faculty members shall develop 5–6 SMART objectives aligned with their key responsibilities as outlined in their Job Descriptions.
- These objectives are discussed and agreed upon with the immediate supervisor.
- Once agreed, the immediate supervisor signs and submits Personal Information Form and Performance Objectives Form to the HR Department, and copies are retained by both the employee and the supervisor.

STEP 2: Mid-Year Review

- Mid-year, the immediate supervisor holds a formal discussion on progress towards the objectives.
- Any adjustments, alterations, or resource needs are documented on Performance Objectives Form or an attached sheet, signed by both parties, and sent to HR for inclusion in the employee's personal file.
- The immediate supervisor is responsible for ensuring this review takes place, and non-compliance will impact their own performance evaluation.

STEP 3: Ongoing Feedback and Support

- Throughout the performance year, the immediate supervisor must provide regular feedback, coaching, and guidance to help the employee meet at least the "Meet Expectations" performance level.
- The supervisor should also support employees aiming for "Exceed Expectations" or "Exceptional Performance" levels by helping them develop continuous learning and career growth plans.

STEP 4: Year-End Review and Rating



- At the end of the performance year, the immediate supervisor schedules formal meetings to finalize performance assessments and assign ratings.
- Employees bring completed Form 1 and Form 2 with their self-assessment. The supervisor reviews and discusses this self-assessment, as well as Competency and Behavior Form.
- The supervisor has the final say on the assessment. For "Unacceptable Performance," a Performance Improvement Plan (PIP) is set up with a review date within 180 days.
- After the meeting, the supervisor fills out Final Assessment Form and forward all forms to the next-level supervisor, who then forwards them to HR after concurrence.

STEP 5: Consolidation and Approval

- The HR Department compiles all performance ratings and presents them to the Vice Chancellor institute-wise and department-wise.
- The Vice Chancellor reviews the overall performance ratings, discussing them with respective heads as necessary, and provides final approval.
- Once approved, the HR Department prepares increment letters for the year, including performance-based increments.

Prepared by: _____ Head of HRD	Reviewed by: _____ Pro-Vice Chancellor	Approved by: _____ Vice Chancellor
---	---	---